

FINAL BILL REPORT

2SSB 5955

PARTIAL VETO

C 402 L 07

Synopsis as Enacted

Brief Description: Regarding educator preparation, professional development, and compensation.

Sponsors: Senate Committee on Ways & Means (originally sponsored by Senators Tom, McAuliffe, Kauffman, Oemig, Kilmer, Eide, Kohl-Welles and Rasmussen).

Senate Committee on Early Learning & K-12 Education

Senate Committee on Ways & Means

House Committee on Education

House Committee on Appropriations

Background: In 2005, the Legislature created a steering committee (Washington Learns) comprised of legislators, the Governor, and others, and three sector advisory committees on which legislators and others served. The steering and advisory committees were directed to conduct a comprehensive study of early learning, K-12, and higher education; to develop recommendations on how the state can best provide stable funding for early learning, public schools, and public colleges and universities; and to develop recommendations on specified policy issues. The steering committee submitted an interim and a final report with recommendations to the Legislature. The final report included recommendations addressing a state leadership academy, teacher preparation and certification programs, and teacher professional development programs.

Summary: Provisions addressing a state leadership academy, teacher preparation and certification programs, teacher professional development programs, and a teacher recruitment program are enacted.

A public-private partnership is established to develop, pilot, and implement the Washington State Leadership Academy to enhance leadership skills of school and district administrators. The partnership will include the Office of the Superintendent of Public Instruction (OSPI), the associations of school principals, the Professional Educator Standards Board (PESB), institutions of higher education, nonprofit foundations, the Educational Service Districts (ESDs), the state school business officers' association, and other entities identified by the partners. The partners must designate an independent organization to act as a fiscal agent and establish a board of directors. The board of directors of the academy must make recommendations for changes in superintendent and principal preparation programs, the administrator licensure system, and continuing education requirements. Initial development of the courses and activities must be supported by private funds. The board of directors must report to OSPI semiannually on financial contributions and annually on services, participants, and plans for future development.

Within specified timelines, the PESB must complete the following tasks: adopt new math knowledge and skill standards for all individuals seeking an initial teaching certificate; adopt new teacher certification requirements addressing mathematics content for elementary or middle school teachers and high school mathematics teachers; set performance standards and develop a uniform, externally administered professional-level teacher certification assessment; and review and revise teacher preparation program requirements to focus on diversity in cultural knowledge and respect.

Subject to funds appropriated, an initiative is created to improve mathematics, science, and targeted secondary reading education through professional development delivered through a collaboration of OSPI and ESDs over a four-year period through a three-tiered system in the form of competitive grants, improvement agreements and intensive intervention, and support for specified targeted activities. The core services of the ESDs are expanded to include professional development identified in statute or the budget. Guidance and expected outcomes are provided for the professional development provided by the learning improvement days (LID) in the omnibus appropriations act.

The Recruiting Diverse Washington Teachers Program is established to recruit and provide training and support for diverse high school students to enter the teaching profession, including targeted recruitment; academic and community support services for students to help them overcome possible barriers, such as tutoring, advising, and mentoring; and camps and workshops on college campuses. The program will be administered by the PESB.

Votes on Final Passage:

Senate	40	8	
House	98	0	(House amended)
Senate			(Senate refused to concur)
House	94	1	(House amended)
Senate	34	11	(Senate concurred)

Effective: July 22, 2007

Partial Veto Summary: The three-tiered initiative to improve mathematics, science, and targeted secondary reading education through professional development is vetoed.